DOCUMENT RESUME

ED 415 921 JC 980 082

TITLE	Academic Senate for California Community Colleges Fall Session Resolutions (29th Los Angeles, CA, October 30-November 1, 1997).
INSTITUTION	Academic Senate for California Community Colleges, Sacramento.
PUB DATE	1997-00-00
NOTE	101p.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Articulation (Education); College Curriculum; *College Governing Councils; *Community Colleges; Educational Finance; *Educational Policy; Faculty Development; Grading; *Policy Formation; *Statewide Planning; Two Year College Students; Two Year Colleges; Vocational Education; Welfare Services
IDENTIFIERS	*Academic Senate for California Community Colleges; *Resolutions

ABSTRACT

This report provides the resolutions adopted by the Academic Senate for the California Community Colleges. The resolutions are divided into the following categories and topics: (1) academic senate; (2) accreditation; (3) affirmative action/ cultural diversity; (4) articulation and transfer; (5) budget and finance; (6) state and legislative issues; (7) consultation with chancellor's office; (8) counseling; (9) curriculum; (10) technology; (11) faculty development; (12) general concerns; (13) grading; (14) intersegmental issues; (15) library and learning resources; (16) local senates; (17) matriculation; (18) professional standards; (19) students; (20) vocational education; and (21) welfare reform. The report also includes non-urgent, failed, referred, moot, withdrawn, and out of order resolutions. It concludes with a glossary of acronyms and a list of delegates. Barclays California Code of Regulations is attached. (YKH)

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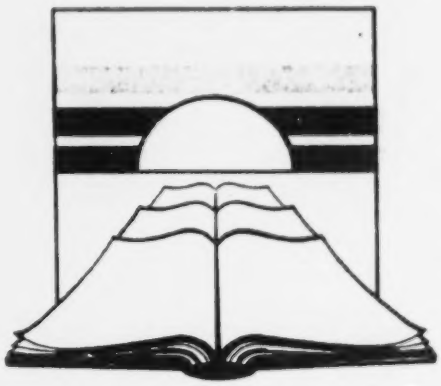
29th FALL SESSION RESOLUTIONS

Los Angeles Airport Marriott
October 30 - November 1, 1997



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Academic Senate for California Community Colleges

JC 980 082

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ACADEMIC SENATE
FOR
CALIFORNIA COMMUNITY COLLEGES

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ACADEMIC SENATE
RESOLUTION PROCESS OVERVIEW

In order to assure that deliberations are organized, effective, and meaningful, the Academic Senate uses the following resolution procedure:

A. Pre-session resolutions are developed by the Executive Committee (through its committees) and submitted to the Pre-Session Area Meetings for review.
B. Amendments and new pre-session resolutions are generated in the Area Meetings.
C. The Resolutions Committee meets to review all pre-session resolutions and combine, re-word, append, or render moot these resolutions as necessary.
D. Members of the Senate meet during the session in topic breakouts and give thoughtful consideration to the need for new resolutions and/or amendments.
E. After all Session presentations are finished each day, members meet during the resolution breakouts to discuss the need for new resolutions and/or amendments. These resolution writing sessions are organized by topic to facilitate discussion. Each resolution or amendment must be submitted to the Resolutions Chair before the posted deadlines each day. There are also Area meetings at the Session for discussing, writing, and amending resolutions.
F. New resolutions submitted on the second day of session are held to the next session unless the resolution is declared urgent by the Executive Committee.
G. The Resolutions Committee meets again to review all resolutions and amendments and to combine, re-word, append, or render moot the resolutions as necessary.
H. The resolutions are discussed and voted upon in the general sessions on the last day of the Plenary Session.

RESOLUTIONS COMMITTEE
Edith Conn, Chair
Marilyn Fry, Coast Community College
Kevin Twohy, Diablo Valley College
Evelyn Weiss, Golden West College

EXPLANATION OF TERMS
MSC Moved, Seconded, Carried
MSF Moved, Seconded, Failed
MSU Moved, Seconded, Unanimous
MSR Moved, Seconded, Referred

Please Note:
1. Supporting documents relating to the resolutions are available from the Academic Senate Office or via the Academic Senate Website.
2. Complete resolution procedures are available from the Senate Office.

Published by:

The Academic Senate for California Community Colleges
For further information contact the Academic Senate Office.

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SECTION 1

Adopted Resolutions

1. Academic Senate

1.01. F97 Rules Change
Fran Manion, Santa Monica College, Area C

Be it resolved that the Academic Senate for California Community Colleges change the Senate Rules as follows:

a. Create a new category of committees called "Operational Committees."
b. Change the name of the Nominations and Elections Committee to Elections Committee and put it under "Operational Committees."
c. Put the Resolutions Committee and Budget Committee under Operational Committees.
d. Add Curriculum Committee to the list of Standing Committees.
e. Change the name of the Vocational Education Committee to Occupational Education Committee.

(See below from Senate Rules)

6. Standing Committee:
   A. Educational Policies Committee
   B. Research Committee.
   C. ~~Vocational~~ *Occupational* Education Committee
   D. Relations with Local Senates Committee
   E. Faculty Development Committee
   F. Legislation and Governmental Relations Committee
   G. Affirmative Action and Cultural Diversity Committee
   H. ~~Nominations and Elections Committee~~ *Curriculum Committee*
   I. Standards and Practices Committee
   J. Technology Committee
   K. Counseling and Library Faculty Issues Committee

7. *Operational Committees*
   A. Elections Committee
   B. Budget Committee
   C. Resolutions Committee

Be it further resolved that the Academic Senate for California Community Colleges urge local academic senates to change the name (as appropriate) of their local "Vocational Education Committee" to "Occupational Education Committee."

MSC Disposition: Executive Committee, Local Senates

1.02 F97 Formation of an Archives Committee
Doug Sabiston, Contra Costa, Area B

Whereas the Academic Senate for California Community Colleges now has a thirty-year record of tough, successful, and rewarding duty on behalf of its faculties and students, and

Whereas the Academic Senate for California Community Colleges' singular commitment to high faculty standards and quality education for community college students has served well the local communities for which community colleges exist, and

Whereas the Academic Senate for California Community Colleges represents the faculties of the largest educational institution in the world, and the Academic Senate exerts unique educational leadership for community college systems throughout the United States, and

Whereas records of the Academic Senate for California Community Colleges' activities that are documented represent a treasured source of California history,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to form an Archives Committee to see that the complete history of the Academic Senate's accomplishments be preserved, and

Be it further resolved that the Archives Committee oversee the formation of a computer data base and retrieval system for all the available information and documents that detail the formation, past and future growth, events, and accomplishments of the Academic Senate.

MSC Disposition: Executive Committee

1.03. F97 Archives Online
Robert Wachman, Yuba College, Area A

Whereas the Academic Senate for California Community Colleges passes numerous resolutions every year, and

Whereas many issues resurface year after year, and

Whereas local senates and the Executive Committee have need to review and be cognizant of past resolutions, and

Whereas this information has been archived by the Executive Committee,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to publish the resolutions archive and the index of publications online, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to make certain that these online publications be searchable and retrievable by subject, date, author, etc.

MSC Disposition: Executive Committee

1.04 F97 Scheduling of Area Meetings (Non-Urgent from Spring 97)
Brent Pickett, MiraCosta College, Area D

Whereas there needs to be time for local senates to act on issues raised at area meetings before their representatives attend the statewide meeting, and

Whereas representatives of local senates need to be afforded maximum opportunity to attend area meetings without conflicting with vacation time,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Executive Committee to schedule area meetings so as to avoid conflict with spring break.

MSC Disposition: Executive Committee

1.05. F97 Timing of Senate Resolutions
Young Kim, Porterville College, Area A

Whereas a majority of resolutions are written at area meetings currently held two weeks prior to plenary sessions, and

Whereas delegates to the plenary sessions must gather input from local senate members concerning these resolutions, and

Whereas more time is needed for delegates to adequately study resolutions and communicate with local members,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to adjust the timing of the area meetings to allow for earlier distribution of resolutions so local academic senates have at least five working days to review and obtain input.

Note: This recommendation has been implemented by emailing Fall 97 Area resolutions.

MSC Disposition: Executive Committee

3. Affirmative Action/Cultural Diversity

3.01. F97 Gender Equity in the Education Code
Janis Perry, Santa Ana College

Whereas gender equity is a key component necessary for student success and satisfaction in occupational education, and

Whereas the Chancellor has indicated to the Legislature that he intends to "streamline and revise" the Education Code and Title 5 pertaining to the colleges, and

Whereas much of the Education Code and Title 5 use language that is gender biased (e.g., "manpower"),

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor, through consultation, to conduct a word search of the Education Code and Title 5 that pertains to the community colleges and replace gender-biased words/phrases with gender neutral terms.

MSC Disposition: Board of Governors, COFO, Chancellor's Office

3.02. F97 Proposition 209
Edith Conn, Ventura College

Whereas the makers and proponents of Proposition 209 deliberately deceived voters by calling Proposition 209 a "civil rights" initiative, and

Whereas it has been an historical American principle of justice to oppose laws that are antithetical to democratic ideals of equality and justice,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local academic senates to continue to implement the Senate's many positions in support of affirmative action, and

Be it further resolved that the Academic Senate for California Community Colleges urge local senates to continue to ensure that affirmative action regulations be enforced on their campuses.

MSC Disposition: Affirmative Action Officers, Board of Governors, Chancellor's Office, College/District CEOs, Local Boards of Trustees, Local Senates

3.03. F97 Support Affirmative Action
Edith Conn, Ventura College

Whereas the passage of Proposition 209 has caused many California citizens to believe that affirmative action no longer exists, and

Whereas California community colleges should morally support affirmative action despite the passage of Proposition 209,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local senates to continue to support affirmative action, including but not limited to:

1. A minimum of one hour of training in affirmative action for hiring committees,
2. Promotion of faculty intern and mentoring programs
3. Wide distribution of announcements and recruitment for faculty positions

MSC Disposition: Affirmative Action Officers, College/District CEOs, Executive Committee, Local Boards of Trustees, Local Senates

3.04. F97 **Affirmative Action Workshop**
Anthony Zambelli, Cuyamaca College

Whereas California has a majority minority population as we turn from the 20th Century into the 21st Century, and

Whereas this diverse population should be reflected in our faculty and students, and

Whereas affirmative action training has been inadequate in California community colleges and there is a possibility that such training will suffer more from the passage of Proposition 209,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to work with the Chancellor's Office to hold a series of affirmative action workshops that will involve teams of attendees from all segments of the colleges in order to address ways of promoting diversity efforts in community colleges.

MSC Disposition: Chancellor's Office, Executive Committee

3.05. F97 Sexual Orientation
Edith Conn, Ventura College

Whereas there is currently a review of Title 5 and the Education Code by the Chancellor's Office, and

Whereas the Academic Senate passed resolution 3.01. (S 97) asking for the addition of the words "sexual orientation" to the California Community College anti-discrimination statement,

Therefore be it resolved that the Academic Senate for California Community Colleges work with the Chancellor's Office, in its review of Title 5 and the Education Code, to include "sexual orientation" in the anti-discrimination statement for the California Community College System.

MSU Disposition: Board of Governors, Chancellor's Office, Executive Committee

3.06. F97 Hiring Abuses
Edith Conn, Ventura

Whereas there have been abuses of hiring procedures under the guise of re-organization and/or business necessity,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to work with the Chancellor's Office and the Board of Governors to change the Title 5 affirmative action regulations in ways to close the loopholes of "business necessity" and "college reorganization," which have been excuses for ignoring the usual affirmative action hiring procedures at some colleges.

(See related Resolution 19.02 F 97)

MSU Disposition: Board of Governors, Chancellor's Office, Executive Committee

4. Articulation and Transfer

4.01. F97 Transfer of Courses in the Major Field
Joe Bonanno, El Camino, Area C

Whereas, although general education courses are accepted by four-year colleges and universities, many transferring community college students find that courses in their major fields are not accepted by the major field departments at four-year schools, and

Whereas this practice by four-year departments of not accepting for transfer courses in the majors of community college students means these students must stay in college longer and must pay higher four-year college fees for courses they have already taken in community colleges,

Therefore be it resolved that the Academic Senate for California Community Colleges urge its President to work with Senate Presidents of UC and CSU and other four-year representatives on the Intersegmental Committee of Academic Senates (ICAS) in order to resolve the problem of community college students who often find that community college courses in their major field are not accepted for transfer in the major at four-year colleges and universities.

MSC Disposition: Board of Governors, CSU Senate, Chancellor's Office, ICAS, ICC, UC Senate

5. Budget and Finance

5.01. F97 Noncredit Funding
Jane Sneed, City College of San Francisco, Area B

Whereas California community colleges are facing a funding problem that affects our instructional programs in noncredit and impacts our students every day, and

Whereas the current noncredit FTES allocation of $1,786 is inadequate to address the needs of noncredit students, and

Whereas the current ADA allocation for adult education is $1,924, and

Whereas there is currently an opportunity to solve this problem in the Governor's budget for next year,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Governor and the legislature to increase California Community Colleges' noncredit FTES funding rate to equal adult education in order to meet the educational needs of noncredit students.

MSU Disposition: Board of Governors, California Department of Education, COFO, Chancellor's Office, Governor, Legislature, Superintendent of Public Instruction

5.02. F97 **Performance Based Funding**
Linda Collins, Los Medanos College, Area B

Whereas the Chancellor has proposed, and the Board of Governors has endorsed, the concept of performance based funding as a funding mechanism for the California Community Colleges, and

Whereas performance based funding is designed to tie college and district funding directly to outcomes on selected student achievement indicators, and the Chancellor, under the guise of "Academic Excellence," actually proposed to the Board of Governors a price list for course grades, certificates, and degrees, and

Whereas the Chancellor appears to have "backed off" tying funding directly to outcomes for this year but has indicated he is preparing the system to adopt performance based funding in subsequent years,

Therefore be it resolved that the Academic Senate for the California Community Colleges oppose performance based funding as a mechanism for distributing funds to colleges and districts.

MSC Disposition: Board of Governors, Chancellor's Office

5.05 F97 Rejection of Funding Mechanisms
Linda Collins, Los Medanos College, Area B

Whereas the Chancellor and the Board of Governors have committed the system to a performance based approach for additional funding for the California community colleges, and

Whereas the use of student achievement indicators to distribute additional funds will have differential impacts on college and district budgets depending on the demographics of the service area, and

Whereas the use of performance based funding approaches will impact the balance and mix of funds directed to the community colleges multiple missions of transfer, basic skills, vocational education, and economic development,

Therefore be it resolved that the Academic Senate for the California Community Colleges urge the Board of Governors to reject any funding mechanism that jeopardizes the historical commitment of the California community colleges to open access.

MSU Disposition: Board of Governors, Chancellor's Office

5.06. F97 Funding Mechanisms and Academic Rigor
Linda Collins, Los Medanos College, Area B

Whereas the use of student achievement outcomes as determinants of funding for colleges and districts will create institutional pressures on grades, degree and certificate requirements, and general academic rigor, and

Whereas such institutionalized pressures can undermine the credibility of our programs, degrees, and certificates in the eyes of transfer institutions and employers, and

Whereas the Chancellor and the Board of Governors remain publicly committed to phasing in such performance based funding for the California community colleges,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Board of Governors to reject any funding mechanism that would institutionalize pressures toward grade inflation and the reduction of academic rigor.

MSU Disposition: Board of Governors, Chancellor's Office,

5.07. F97 Public Debate and Funding Mechanisms
Linda Collins, Los Medanos College, Area B

Whereas the Chancellor and the Board of Governors have committed the system "in concept" to an outcome or performance based approach to additional funding for the community colleges, which represents a fundamental policy departure from historical funding approaches, and

Whereas the use of student achievement indicators to distribute additional funds will have differential impacts on college and district budgets depending on the demographics of the service area, and

Whereas the use of performance based funding approaches will impact the balance and mix of funds directed to the community colleges multiple missions of transfer, basic skills, vocational education, and economic development,

Therefore be it resolved that the Academic Senate for the California Community Colleges urge the Board of Governors to reconsider its decision to alter the fundamental funding mechanism absent internal system dialogue and opportunities for public debate and comment concerning the wisdom and implications of performance based financing mechanisms.

MSU Disposition: Board of Governors, Chancellor's Office

5.08 F97 Academic Excellence
Hoke Simpson, Grossmont College, Area D

Whereas proposals to increase community college funding that have titles such as "Academic Excellence" suggest that our colleges are not already doing an excellent job, and

Whereas there is information that reflects the great success of community college programs in preparing students for transfer, job skills, and citizenship, and

Whereas the public and its legislative representatives should be better informed about the successes of California community colleges,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop a statement for public information that documents the successes of California community colleges.

MSU Disposition: Executive Committee

6. State and Legislative Issues

6.01 F97 Full Funding and Participation in the Board of Governors Process
Lee Haggerty, Executive Committee, Saddleback College

Whereas the Board of Governors Budget Change Proposals (BCPs) have grown to be a substantial part of the system's funding, proposed to be over $500 million of the over $4 billion proposed budget for 1998-99, and

Whereas the Academic Senate for California Community Colleges has not had the opportunity to participate in the development of BCPs, even those involving academic and professional matters, and

Whereas BCPs have not consistently funded the full cost of functions they mandate to the districts, particularly the cost of full-time faculty positions,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Board of Governors to provide for the substantial involvement of the Academic Senate in all steps of the Budget Change Proposal (BCP) process, from developing concepts to reviewing final drafts, particularly for BCPs involving academic and professional matters, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Board of Governors to ensure that BCPs that mandate district activities cover the full cost of implementation, and

Be it finally resolved that the Academic Senate for California Community Colleges urge the Board of Governors to ensure that BCPs that mandate faculty positions for implementation include the full cost of such positions and at least 75% of the workload to be performed by full-time faculty, with such full-time positions added to the maintenance of effort district requirement when those BCP funds are ongoing.

MSU Disposition: Board of Governors, Chancellor's Office, Executive Committee

6.02 F97 **Appropriate Funding Per FTE**
Chuck Spotts, Shasta College, Area A

Whereas the national average cost of instruction for one FTES is $6,000 at a community college, and

Whereas at California community colleges the apportionment is $3,500 and ranks last in the nation, and

Whereas the UC, CSU, and K-12 apportionment is much higher than that of community colleges,

Therefore be it resolved the Academic Senate for California Community Colleges urge the legislature and the Governor to increase Full-time Equivalent Student (FTES) funding for community colleges so that they can carry out their missions, and

Be it further resolved that Academic Senate for California Community Colleges support the position that any increase in FTES funding not rely on a performance based funding mechanism.

MSU Disposition: Board of Governors, COFO, Chancellor's Office, Governor, Legislature

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7. Consultation with the Chancellor's Office

7.01 F97 Grant Proposal Deadlines
Elton Hall, Moorpark College

Whereas many colleges are missing opportunities to apply for Chancellor's Office grants because the information is not disseminated in a timely and accessible manner,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to work with the Academic Senate to develop a plan for dissemination of information about available grants in a timely and accessible manner, including web sites, Internet, mail, and other means.

MSU Disposition: Chancellor's Office, Executive Committee

7.02 F97 "Advisories" Issued by the Chancellor's Office
Linda Collins, Los Medanos College

Whereas the Chancellor's Office has sent out advisories to the field interpreting regulations regarding academic and professional matters without consulting the Academic Senate, and

Whereas the Chancellor's Office most recently sent out legal advisories on Proposition 209 (educational programming and student success) and shared governance (faculty roles in governance) without consulting the Academic Senate, and

Whereas the Chancellor indicated that he would leave the interpretation of Title 5, § 53200 - 204 (faculty in governance) to the accepted definitions agreed to by the Academic Senate and the Community College League of California, yet the advisories went out anyway,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Board of Governors to direct the Chancellor to consult the Academic Senate prior to sending out advisories to the field on academic and professional matters.

MSU Disposition: Board of Governors, Chancellor's Office, CCLC

8. Counseling

8.01 F97 Counseling Faculty Assigned to other College Programs
Doug Dillard, San Diego City College

Whereas counseling faculty assigned to various student service programs (EOPS, DSP&S, GAIN) are being supervised by program directors, and

Whereas California community college counseling faculty are subject matter experts in their discipline and in the delivery of counseling services to students, and

Whereas the Academic Senate document "Standards of Practice for California Community College Counseling Programs" clearly delineates a reporting relationship to the counseling discipline dean, and

Whereas Title 5, article 5, regulation 56260, specifically states, "all staff funded by EOPS who are not supervised by EOPS director shall be accountable to the EOPS director for services rendered only,"

Therefore be it resolved that the Academic Senate for California Community Colleges urge local senates to ensure that counseling faculty assigned to various student service programs (DSP&S, EOPS, and GAIN) are permitted to counsel in accordance with recommendations in the Senate documents "The Role of Counseling Faculty in the California Community Colleges" (Spring 95) and "Standards of Practice for California Community College Counseling Programs" (Spring 97).

MSU Disposition: CCCCA, Executive Committee, Local Senates

8.02 F97 Athletic Counselors
Edith Conn, Ventura College

Whereas athletes have special eligibility requirements placed upon them by local, state, and national organizations,

Therefore be it resolved that the Academic Senate for California Community Colleges support the concept that each college should have a trained academic athletic faculty counselor/faculty advisor, and

Be it further resolved that the Academic Senate for California Community Colleges recommend to local senates that they work with their counseling and athletic departments to ensure that athletes receive academic advising and counseling from a trained academic athletic faculty counselor/faculty advisor.

MSC Disposition: Executive Committee, Local Senates, COA

9. Curriculum

9.02 F97 **Basic Skills Certificates**
Barbara Sawyer, Diablo Valley, Area B

Whereas the Academic Senate for California Community Colleges has consistently opposed the establishment of a separate basic skills discipline, and

Whereas there is confusion about the definition, levels, and courses in basic skills English and math, and

Whereas the value of a basic skills certificate has not been adequately researched and studied,

Therefore be it resolved that the Academic Senate for California Community Colleges oppose the establishment or use of basic skills certificates at this time.

MSC Disposition: Chancellor's Office, Executive Committee, ECCTYC, CMC3

9.03. F97 Certificates Task Force
Joan Stroh, Southwestern College, Area D

Whereas Article 2, section 53200, of Title 5 indicates that local boards must mutually agree with or rely primarily on the advice of the faculty senate in the area of the granting of degrees and certificates, and

Whereas the published list of the Chancellor's Office Certificates Task Force includes only two faculty members of its ten members,

Therefore be it resolved that the Academic Senate for California Community Colleges identify the matter of certificates as an academic and professional matter in the consultation process and work with the Chancellor to provide faculty majority on this task force and others charged with reviewing policies on certificates and degrees and proposing changes in such policies.

MSU Disposition: Chancellor's Office, Executive Committee

9.04 F97 ESL
Barbara Sawyer, Diablo Valley, Area B

Whereas courses in English as a Second Language (ESL) have been erroneously included in basic skills, and

Whereas ESL courses at a certain level have been identified as transferable,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor and the Board of Governors to recognize that English as a Second Language (ESL) mastery is distinct from basic skills competency.

MSC Disposition: Board of Governors, Chancellor's Office, Executive Committee, CATESOL

9.06 F97 Regional Curriculum Colloquia
Fleur Steinhardt, Los Angeles City College, Area C

Whereas faculty are the key component in curriculum processes, and

Whereas faculty need accurate information about curriculum processes in order to assure that students are well served in their goals of articulation, transfer, and completion of programs in a timely manner, and

Whereas regional curriculum colloquia have provided essential information and training for curriculum committee chairs and committee members, but such colloquia have been discontinued because of lack of Chancellor's Office funding,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to provide funding for the resumption of regional curriculum colloquia, in order to ensure training for curriculum committee chairs and committee members so that they may deal appropriately with delegated authority for local approval of courses and programs, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to provide the necessary funding to support technical assistance to colleges in the area of curriculum.

MSU Disposition: Chancellor's Office, Executive Committee

9.07. F97 Curriculum Depository
Terry Fetterman, Cabrillo College

Whereas technology now exists to allow for the archiving of curriculum materials for all courses accepted and taught at each community college within the state, and

Whereas access to these materials would reduce duplication of effort and would save time in the preparation of curriculum, and

Whereas the Academic Senate for California Community Colleges is the most logical place for the depository and dissemination of those materials,

Therefore be it resolved that the Academic Senate for California Community Colleges request Chancellor's Office funding for the Senate to operate and to maintain a curriculum data base on a web site as the depository for all colleges to download curriculum information as needed, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop policies and procedures for faculty use of the electronic community college data base of curriculum.

MSC Disposition: Chancellor's Office, Executive Committee

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9.08. F97 **Prerequisite Research**
Beverly Shue, Los Angeles Harbor College

Whereas some current research that seems to show that English and math prerequisites are predictors of student success in general education courses is, in fact, flawed research because of the flawed research design, and

Whereas the Academic Senate for California Community Colleges should only support indicators of student success that are valid and reliable,

Therefore be it resolved that the Academic Senate for California Community Colleges support funding for longitudinal research designs relating to the use of math and writing skills to predict student success in other general education courses.

MSC Disposition: Board of Governors, Chancellor's Office, Local Senates, ECCTYC, CMC3

9. 09. F97 **Models for Content Review**
Beverly Shue, Los Angeles Harbor

Whereas Title 5 requires general education instructors to carry out content review of their courses to validate the writing skills prerequisites and corequisites, and

Whereas there are currently no models to assist faculty to carry out content reviews of student writing skills in the content areas,

Therefore be it resolved that the Academic Senate for California Community Colleges support research to develop criteria for models to evaluate student writing in various disciplines, to assist general education instructors to validate prerequisites and corequisites and advisories as part of the content review of their courses.

MSU Disposition: Chancellor's Office, Local Senates, ECCTYC

9.10. F97 Occupational Career Certificates
Mark Snowhite, Crafton Hills College

Whereas currently only occupational career certificates of 18 or more units are approved by the Chancellor's Office, and many programs leading to licensing and credentialing require fewer units, and

Whereas the approval process for occupational career ladder certificates is not based on competency criteria, even when such criteria have been developed by professionals in the field, such as Model Program Curricula in interior design, automotive repair, psychiatric technician, etc., and

Whereas the result often is that students find that occupational career certificates lack portability for those seeking jobs throughout the state, and

Whereas faculty are not involved in the review or approval of occupational career certificates by the Chancellor's Office,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to include career certificates of less than 18 units in its existing program approval process, and

Be it further resolved that the Academic Senate for California Community Colleges recommend that the Chancellor's Office include in the process for program approval a requirement that career competencies in the occupation be addressed, particularly when professionals in the field have developed such competencies, and

Be it finally resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to include faculty in the approval process for occupational career certificates.

MSC Disposition: Chancellor's Office, Executive Committee

9.12. F97 **Noncredit Courses, Programs, and Awards**
Mark Snowhite, Crafton Hills College

Whereas all noncredit courses must currently be approved by the Chancellor's Office in addition to the local review and approval process, and

Whereas no Title 5 Regulation provisions currently exist to establish noncredit programs, and

Whereas the importance of serving students through noncredit programs has been growing in addressing the educational needs of California Work for Opportunity and Responsibility for Kids (CalWORKs) recipients, the immigrant population, and many others,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Board of Governors to authorize that noncredit courses and programs be reviewed and approved following the local curriculum process and without the need for the Chancellor's Office approval.

MSU Disposition: Chancellor's Office, Executive Committee

9.14 F97 Curriculum Committees and Alternative Modes of Delivery
Jim Higgs, Modesto Junior College, Area A

Whereas a responsible California community college system is responding to increasing public demand (i.e., welfare reform) for delivery of instruction in alternative formats by developing new courses and/or changing the format of existing courses in alternative formats, and

Whereas the delivery of such courses will have a variety of modes of delivery, length, and format, and

Whereas any new courses or major changes in existing courses must go through the college curriculum committees,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to local senates that any new courses or modifications in existing courses (whether such proposed courses be in response to welfare reform or other causes), be they short courses, open entrance/open exit courses, or courses with alternative modes of delivery, be approved by the college curriculum committee before such courses can be offered by the college.

(See related Resolution 9.05 S97)

MSC Disposition: Local Senates

11. Technology

11.01 F97 **Technology Mediated Instruction**
Ric Matthews, Technology Committee, San Diego Miramar College

Be it resolved that the Academic Senate for California Community Colleges adopt the document "Guidelines for Good Practice: Technology Mediated Instruction."

MSC Disposition: Board of Governors, CEOs, CIOs, Chancellor's Office, Local Senates, Curriculum Chairs

11.02. F97 **Regular Personal Contact**
Ric Matthews, San Diego Miramar College

Whereas there is a need for delivering instruction in alternative formats particularly through technology mediated instruction, and

Whereas the language of the Title 5 definition for regular personal contact for distance education transferrable courses is restrictive, and

Whereas there is an ongoing challenge to increase access for students with a variety of learning styles,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to the Board of Governors that the authorized examples of regular personal contact (effective instructor-student contact) be amended to include technological tools allowing the following forms of personal interaction: email, chat rooms, videoconferencing, and telephone, and

Be it further resolved that the Academic Senate for California Community Colleges work with Intersegmental Committee of Academic Senate (ICAS) to address the Technology Mediated Instruction (TMI) issue of defining regular personal contact (effective instruction student contact) for distance education.

MSC Disposition: Board of Governors, CSU Senate, Chancellor's Office, Executive Committee, ICAS, UC Senate

11.03. F97 **Effective Instructor-Student Contact for Distance Education Courses**
Ric Matthews, San Diego Miramar College

Whereas the faculty of the California community colleges have been leaders in innovative curriculum and have been dedicated to the quality and accessibility of that curriculum, and

Whereas the faculty of the California community colleges have been dedicated to the crucial role of instructor-student contact in the learning process and the right of faculty to determine the nature and effectiveness of that interaction,

Therefore be it resolved that the Academic Senate for California Community Colleges support changes in the "regular personal contact" requirement in Title 5, § 55376 (See copy of regulations under the Attachment Section of this document), only under the following conditions:

a. The Title 5 standard for all credit distance education instruction, transferrable and non-transferrable, become "effective instructor-student contact."
b. Title 5 recognizes effective instructor-student contact in distance education courses as an academic and professional matter and specifies that local governing boards rely primarily on the advice and judgment of their academic senates in developing policies and procedures relative to this matter.
c. Title 5 continues to specify that courses taught in distance education mode be separately reviewed and approved by the curriculum committee, now to include a review of the effectiveness of instructor-student contact following the college policy and procedures as developed through collegial consultation.
d. Current Title 5, section 55376, is amended to extend the sunset date for the changes in the distance education regulations to allow at least two years (until 2002) to investigate the effectiveness of these changes, at which time an evaluation will be presented before any of these changes continue to be a part of Title 5.
e. Add "(e)" to read: That (a) and (b) above are considered a pilot test through the year 2002, to investigate the effectiveness of these changes, at which time an evaluation will be presented before they continue to be a part of Title 5.

(Continued)

11.03 F97 **Effective Instructor-Student Contact for Distance Education Courses (Continued)**

and,

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop guidelines to assist local senates in developing policies and procedures on effective instructor-student contact in distance education courses and present these guidelines for adoption at the 1998 Spring Plenary Session.

MSU Disposition: Board of Governors, CSU Senate, Chancellor's Office, Executive Committee, ICAS, UC Senate

11.05 F97 **ICAS and "Face-to-Face" Requirement**
John Maddox, Los Angeles Valley College

Be it resolved that the Academic Senate for California Community Colleges urge its President to work with senate presidents of UC and CSU and other four-year representatives on the Intersegmental Committee of Academic Senates (ICAS) in order to continue the discussion of regular personal contact in distance education.

MSU Disposition: CSU Senate, Executive Committee, ICAS, UC Senate

11.06. F97 Technology Maintenance and Software
Dale Newman, Los Angeles Mission College, Area C

Whereas technology and alternative modes of delivery systems are increasing rapidly, and

Whereas colleges are increasingly opening student computer labs and providing computers in other locations on campus,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend that the Chancellor's Office allocate sufficient funding to the colleges for the maintenance and repair of computers, networks, and other related equipment used by students in instructional classrooms, computer labs, libraries, subject matter laboratories, and other locations, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to allocate sufficient funding for the purchase of appropriate software for use by students using computers at various locations at their colleges, and

Be it finally resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to urge local districts to develop and maintain local sources of funding to support technology maintenance and software.

MSC Disposition: Chancellor's Office, Executive Committee, Governor, Legislature

11.07. F97 **Distance Education Regulation Enforcement**
Janis Perry, Santa Ana College

Whereas many districts are not complying with the reporting and other requirements of Title 5 as they relate to distance education,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Board of Governors to enforce the current distance education regulations, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Board of Governors to deny funding for distance education to districts not complying with the Title 5 Regulations on distance education.

MSC Disposition: Board of Governors, Chancellor's Office

11.08. F97 Inevitability of the Computer
Louise Gallen, Palo Verde College

Whereas we live in the age of the "inevitability of the computer,"

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to local senates that they work with their college presidents and local boards to ensure technological access for the faculty and their college, including, but not limited to:

a. a computer in the office of every faculty who wants one,
b. an-up-to-date technology plan for the campus, including plans for cascading and renewing computers,
c. training for faculty in the use of personal computers,
d. local senates technology committee,
e. faculty access to Internet, web sites, and related technologies.
f. continuing availability of maintenance and repair.

MSU Disposition: College/District CEOs, Executive Committee, Local Boards of Trustees, Local Senates

11.09 F97 Definition of the Term "Technology"
Loretta Hernandez, Laney College, Area B

Whereas the definition of "technology" has been interpreted so as to be synonymous with computers and ignores broader educational applications, and

Whereas there is a variety of equipment used in disciplines that are not computer based but that have been affected by changes in technology,

Therefore be it resolved that the Academic Senate for California Community Colleges urge colleges to acknowledge that the use of technology extends across college programs, and therefore funding for technology should be disbursed appropriately, meeting the needs of those programs and not being limited to the purchase of computers.

MSU Disposition: CIOs, College/District CEOs, Executive Committee, Local Boards of Trustees, Local Senates,

11.10 F97 New Calendar for Technological Age
Luke Hall, Ventura College

Whereas technological advances have brought into question the efficacy of traditional community college calendars based on outmoded concepts like the Carnegie unit, seat time, and "shared air,"

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to study and report on models of instructional calendars that, like those of other institutions of higher education, are reflective of technologically influenced modes of instructional delivery and that consider community colleges part of higher education as envisioned in AB 1725.

MSC Disposition: Executive Committee

17. Local Senates

17.01 F97 **Local Senate in Institutional Planning**
Jim Higgs, Modesto Junior College, Area A

Whereas Title 5 regulations state that the local academic senate is an organization whose primary function is to make recommendations with respect to academic and professional matters, and

Whereas Title 5, section 53200, item 10, lists processes for institutional planning and budget development as an academic and professional matter, and

Whereas no educational institution can achieve growth and maintain educational quality without effective long range and short term planning, and

Whereas the plans developed within an institution affect program and curriculum development, faculty hiring, student outcomes, and other academic and professional matters,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local senates to work with their college administration, to create processes for all institutional planning that involves the meaningful participation of representatives of the local academic senate

MSC Disposition: College/District CEOs, Executive Committee, Local Boards of Trustees, Local Senates

17.02. F97 **Faculty Involvement in Facilities Planning**
Stephen Stroud, Modesto Junior College, Area A

Whereas facilities development and campus construction have direct effects on educational programs and campus climates and should evolve from an educational master plan, and

Whereas district and college facilities master plans are not uniformly formulated, and

Whereas district and college facilities master plans are regularly submitted to the Chancellor's Office, and

Whereas effective planning includes academic senates and discipline faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to local senates that they seek a weighted voice in the development of any college and/or district educational master plan from which facilities and construction master plans evolve, and

Be it further resolved that the Academic Senate for California Community Colleges recommend to local academic senates that they debate and approve college and/or district current and future educational, facilities, and construction master plans that pertain to any college and district owned properties, and

Be it further resolved that the Academic Senate for California Community Colleges recommend to local senates that, if district or college administrators or boards ignore this resolution, the senates submit minority reports to the Chancellor's Office and also submit a similar report to the college accreditation self study and visiting team.

MSU Disposition: Board of Governors, Chancellor's Office, College/District CEOs, Executive Committee, Local Boards of Trustees, Local Senates

17.03. F97 **Year Round Senate Participation**
Dennis McCall, Taft College, Area A

Whereas the dynamic educational environment is placing year round demand on the educational planning process, and

Whereas local academic senates need to be directly involved in creating an effective educational planning process, and

Whereas many local academic senates function only for a ten-month period,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to local academic senates that funding (e.g., stipends and extended contracts) and additional support mechanisms (e.g., clerical support) be established to allow local academic senates to function (on an appropriate level) for an additional two-month period to allow for year-round participation in the educational planning process.

MSC Disposition: Executive Committee, Local Senates

17.04 F97 Orientation for Local Boards
Elton Hall, Moorpark College

Whereas other elected bodies hold annual study sessions such as those Harvard offers for new legislators, and

Whereas local board members, especially newly elected board members, often do not understand the issues and requirements of shared governance, and

Whereas local boards of trustees need to be aware of legal roles and responsibilities of local senates, and local senates have a shared responsibility for our colleges and districts, and

Whereas all governing units could benefit from these study and learning sessions,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to local senates that they hold annual study sessions, workshops, and orientations for their local boards and others involved in shared governance at their respective colleges and districts.

MSU Disposition: CCLC, Executive Committee, Local Boards of Trustees, Local Senates

18. Matriculation

18.01. F97 Noncredit Matriculation
Janis Perry, Executive Committee, Santa Ana College

Whereas the Legislature has appropriated $10 million for noncredit matriculation for 1997-98, and the Chancellor's Office has asked for another $12 million for 1998-99, and

Whereas such appropriations represent the first time that noncredit matriculation has been funded and, indeed, the 1997-98 funding was not based on a proposal by the community college system and thus no plans exist for its expenditure, and

Whereas the Academic Senate for California Community Colleges has long been committed to matriculation services and quality noncredit programs,

Therefore be it resolved that the Academic Senate for California Community Colleges request of the Chancellor's Office full participation by the Academic Senate in the development of the noncredit matriculation program and funding guidelines, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Board of Governors to modify its 1998-99 noncredit matriculation budget change proposal (BCP) from a 1:3 state: district match to a 1:1 match in line with the 1997-98 legislative budget language, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Board of Governors to include in its requirements for expenditure of noncredit matriculation funds that districts be prohibited from supplanting existing funds and be required to report how both the state appropriation and district match are spent, and

Be it finally resolved that the Academic Senate for California Community Colleges urge the Board of Governors to include a requirement for adequate support of counseling faculty positions, of which 75% should be full-time, in the requirements for district noncredit matriculation programs.

MSC Disposition: Board of Governors, Chancellor's Office, Executive Committee, FACCC, Governor, Legislature

19. Professional Standards

19.01 F97 Academic Freedom
Thea Trimble, College of the Sequoias, Area A

Whereas academic freedom has been, and continues to be, a cornerstone in all aspects of higher education, and

Whereas there is no recent, uniform documentation or definitions about what academic freedom comprises, and

Whereas individual instructors and individual community colleges may not have clear understandings of academic freedom,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop a position paper on academic freedom, its scope and implementation.

MSC Disposition: Executive Committee

19.02. F97 Lateral Transfers
Laird Durley, Kings River Community College, Area A

Whereas the position of college president is a unique and important position at all 107 California community colleges, and

Whereas unilateral "lateral transfers" into the presidency have occurred and such lateral transfers have been treated as merely administrative and thus not subject to any faculty input, and

Whereas the Academic Senate for California Community Colleges finds that such transfers violate both the spirit and the letter of AB 1725's insistence on shared governance, and

Whereas the Chancellor's Office has ruled variously in two extant cases of such transfers that such transfers are permissible (Kings River College) and not permissible (Los Medanos College),

Therefore be it resolved that the Academic Senate for California Community Colleges ask the Board of Governors to rule that any future lateral transfers into a college presidency not be permitted and direct the Chancellor accordingly.

MSU Disposition: Board of Governors, Chancellor's Office, Executive Committee

19.03. F97 **Full-time/Part-time Ratio**
Cliff Burns, Sierra College, Area A

Whereas the full-time/part-time ratio was established using 1988 numbers of full-time and part-time teaching faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges request the Chancellor to recalculate the base year data (1988) by adding the full-time library faculty and counseling faculty to show each district's faculty requirements based on growth and program improvement dollars to establish the new minimum faculty requirements.

MSC Disposition: Chancellor's Office, Executive Committee, CLA, CCCCA

19.05 F97 **Reaffirm Position of Not Encouraging Part-time Faculty Employment**
Luke Hall, Ventura College

Be it resolved that the Academic Senate for California Community Colleges reaffirm its resolution 19.0 S 96 that the Senate not take any action or positions that seem to encourage the employment of part-time faculty, and

Be it further resolved that the Academic Senate for California Community Colleges recommend to local senates that curriculum, planning, budget, and other college decisions should be based on the goals, vision, and mission of the college and not on the availability and use of part-time faculty.

Text of Resolution 19.0:

Whereas resolutions pertaining to part-time faculty may, at times, be interpreted as facilitating the practice of hiring part-time as opposed to full-time faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges stipulate that all resolutions pertaining to part-time faculty should in no way be interpreted as supporting the practice of hiring part-time as opposed to full-time faculty.

MSC Disposition: Local Senates

19.06. F97 **Reaffirm Support of AB 1353/New Faculty**
Hugh Platt, Cuesta College

Whereas the Academic Senate for California Community Colleges has a longtime commitment to the hiring of more full-time faculty, and

Whereas the Governor vetoed AB1353, which called for $15 million for new full-time faculty hires, and

Whereas Chancellor Nussbaum has announced that he is not supporting reintroducing AB 1353,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the reintroduction of AB 1353 with its $15 million fund to support the hiring of new full-time faculty, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Chancellor to reconsider and support a reintroduced AB 1353.

MSU Disposition: Board of Governors, COFO, Chancellor's Office, Executive Committee, Legislature

19.07. F97 **75/25 Statistics Investigation**
Hugh Platt, Cuesta College

Whereas the Governor in his veto message of AB 1353 addressed the 75/25 ratio and implied that it is being implemented, and

Whereas many programs and departments in community colleges are being seriously undermined by having over 70% of their courses taught by part-time teachers despite statistics indicating otherwise,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to investigate how the 75/25 data are reported, collected, analyzed, and used.

MSC Disposition: Executive Committee

19.08 F97 Accuracy of 75/25 Statistics
Hugh Platt, Cuesta College

Whereas 75/25 statistics reported by both districts and the state Chancellor's Office are often inaccurate, giving a false sense of growth of full-time faculty,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend that local senates carefully monitor the 75/25 reported statistics at each college, and

Be it further resolved that the Academic Senate for California Community Colleges recommend to the Chancellor's Office that it review 75/25 statistics that are collected and reported in order that such statistics more accurately reflect the full-time to part-time faculty ratio at each college and district.

MSC Disposition–Chancellor's Office, Executive Committee, Local Senates

19.09. F97 **Part-time Faculty Service Credit**
Herschel Stern, MiraCosta College

Whereas full-time faculty receive all of their service credit reported to the State Teachers Retirement System (STRS) for purposes of determining benefits upon retirement, and some part-time faculty working 60% receive 50% credit, and

Whereas part-time faculty do not receive full retirement credit for service credit to determine their benefits for retirement, and

Whereas some of the part-time faculty are losing 10% or more of their service credits,

Therefore be it resolved that the Academic Senate for California Community Colleges urge community college districts and the State Teachers Retirement System (STRS) Board to accurately report full service credit earned for retirement benefits for both full-time and part-time faculty.

MSU Disposition: Chief Business Officers, College/District CEOs, Local Boards of Trustees, STRS

20. Students

20.01 F97 Textbook Pricing
Janis Perry, Educational Policies Committee, Santa Ana College

Be it resolved that the Academic Senate for California Community Colleges adopt the document "Textbook Pricing Policies and Student Access Background Paper."

MSC Disposition: CSSOs, Chief Business Officers, College/District CEOs, Local Boards of Trustees, Local Senates, CalSACC Board, College ASB Presidents

20.02 F97 Student Loan Options
Joan Stroh, Southwestern College

Whereas students and recent graduates are acutely aware of rising student debt, and

Whereas consolidation of debts through the direct loan program has been an excellent option for students, and

Whereas students with private loans deserve the same loan consolidation option under the same terms as the direct loan program would offer, and

Whereas there is legislation proposed that will expand the Pell Grant Program to more students,

Therefore be it resolved that the Academic Senate for California Community Colleges support Senate Bill 1294 and House Bill 2535 as they exist on October 31, 1997, to aid borrowers who wish to consolidate their educational loans, and

Be it further resolved that the Academic Senate for California Community Colleges urge the session attendees present to contact Senator Jeffords at (202) 224-5141 or email vermont@jeffords.senate.gov and Representative Goodling at (202) 225-5836 before Tuesday, November 4, 1997, to urge passage of the student loan legislation.

MSU Disposition: Executive Committee, Local Senates, Delegates

22. Welfare Reform

22.01 F97 Welfare to Education Then to Work
Len Price, Executive Committee, Los Medanos College

Whereas occupational and liberal arts education programs are valid, documented avenues to meaningful nonsubsidized employment and career development, and

Whereas current federal and state legislation prohibits education/training programs longer than 18 months, thus denying numerous employment and career opportunities to TANF (Temporary Aid to Needy Families) recipients who want and who would benefit from such education, and

Whereas it is anticipated that TANF recipients will be directed to find employment within four weeks and only those who cannot be placed will be referred to educational programs and that these students will require more, not less, education, particularly in basic skills,

Therefore be it resolved that the Academic Senate for California Community Colleges promote education as the primary option in the welfare to work state and federal legislation, and

Be it further resolved that the Academic Senate for California Community Colleges pursue legislation that allows:

1) additional time for program completion for those students who are nearly college- or training-ready and who need to address basic skills deficits
2) additional time for program completion for those students pursuing degrees and certificates longer than the 18 months allowed by current state legislation
3) all Temporary Aid to Needy Families (TANF) recipients to be assessed and referred for training/education prior to mandating work placement
4) one hour of classroom time to generate three hours of work credit following federal law regarding Carnegie Unit requirements, and

Be it finally resolved that the Academic Senate for California Community Colleges urge the Board of Governors to seek federal legislation that would change the TANF federal code to allow TANF recipients the option of pursuing a college education in a welfare-to-work plan.

MSU Disposition: Board of Governors, COFO, Chancellor's Office, Executive Committee, Governor, Legislature

22.02 F97 **Local Senate Sign Off**
Joe Bonanno, El Camino College, Area C

Whereas legislation, guidelines, and revisions for programs in response to welfare reform are continually occurring, and

Whereas considerable funding for colleges is at stake,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to continue to inform local senate presidents of all issues relating to the community colleges role in welfare reform, and

Be it further resolved that the Academic Senate for California Community Colleges urge local senates to ensure that all regular curriculum procedures be followed in dealing with welfare reform issues at their colleges, and

Be it finally resolved that the Academic Senate for California Community Colleges urge local senate presidents to refuse to sign off on curriculum changes made in response to welfare reform unless the regular procedures and proper curriculum processes have been followed.

MSU Disposition: Chancellor's Office, Local Senates

22.03 F97 Distribution of and Accountability for TANF funds
Linda Collins, Los Medanos College, Area B

Whereas the Temporary Assistance to Needy Families (TANF) funds directed to the community colleges were to be used for supplemental programs and services for students in transition from welfare to work and were allocated to districts based on the 1995-96 headcount of Aid to Families with Dependant Children (AFDC) recipients per college, and

Whereas the establishment of programs and services to serve TANF recipients is an urgent matter as such students will be granted a maximum of 18 months to make the transition from welfare to work and will be referred to the colleges as early as January 1998, and

Whereas some local districts have been keeping TANF funds and rolling them into the general fund to supplant costs of ongoing programs rather than distributing TANF dollars to the colleges to serve TANF students with supplemental programs and services as intended,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor's Office to hold districts and colleges accountable for the proper use of Temporary Assistance to Needy Families (TANF) and California Work Opportunity and Responsibility for Kids (CalWORKs) funding to target supplemental programs and services for TANF recipients rather than to supplant existing funds.

MSU Disposition: Board of Governors, Chancellor's Office

22.04. F97 **Senate President Signature on CalWORKs Applications**
Janis Perry, Santa Ana College

Whereas in lieu of pursuing legislation to require consultation with local academic senates on the California Work Opportunity and Responsibility for Kids (CalWORKs) program application, the Academic Senate made a formal agreement with the Chancellor's Office to require the local academic senate president's signature on the application, and

Whereas a recent update sent by the Chancellor to all CEOs indicated that there was "no statutory requirement for the signature," so therefore an application would still be valid without the local senate president's signature,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local senate presidents to recognize the importance of their signature or lack of it on the California Work Opportunity and Responsibility for Kids (CalWORKs) application, and

Be it further resolved that the Academic Senate for California Community Colleges urge local senates to be substantially involved in the development of that application, and

Be it finally resolved that the Academic Senate for California Community Colleges request that local senate presidents contact the Academic Senate if college CalWORKs applications are sent forward without their signatures.

MSU Disposition: Local Senates

SECTION 2

Non-urgent Resolutions

13. General Concerns

13. F97 Public Information Committee
Herschel Stern, MiraCosta

Whereas a number of organizations and interest groups are presenting themselves as leaders of change in California higher education, and

Whereas the faculty of the California community colleges have the expertise to understand current problems and develop approaches to the change that will best respond to the educational needs of California, and

Whereas the faculty are most interested in creating change that is focused on the broadest range of student, community, and economic needs, and

Whereas this resolution is consistent with the Academic Senate goals and objectives,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to create a Public Information Committee to educate the public on the leadership value of Academic Senate perspectives on issues of change facing the community colleges, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Executive Committee to establish a budget allocation to enable the Public Information Committee to function effectively.

BEST COPY AVAILABLE

19. Professional Standards

19. F97 75/25: Progress without Legislation
Paul Setziol, Foothill - De Anza College District

Whereas the current Governor and legislative environment make passage of new legislation providing for progress toward 75/25 full time/part time ratio extremely unlikely, and

Whereas the current system mechanisms for administering the 75/25 provisions in the law follow neither the letter nor the intent of the law, and

Whereas a complete expose of the lack of progress towards 75/25 since 1988 and the role of the system mechanism in that lack of progress may result in changes in the mechanism,

Therefore be it resolved that the Academic Senate for California Community Colleges insist that the Chancellor initiate a complete investigation of the history of implementing the 75/25 provisions of AB1725 including all pertinent information requested by the Academic Senate, and

Be it further resolved that the Academic Senate for California Community Colleges insist that the Chancellor cause changes in the implementing mechanisms of the system to bring the system in compliance with both the letter and spirit of the law,

Be it finally resolved that the Academic Senate for California Community Colleges direct the Executive Committee to make a progress report on this effort at the Spring 1998 Session.

SECTION 3

Failed Resolutions

1. Academic Senate

1.04. F97 Scheduling of Area Meetings (Non-Urgent from Spring 97)
Brent Pickett, MiraCosta College, Area D

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to schedule area meetings at least six weeks before the statewide meeting.

MSF

3. Affirmative Action/Cultural Diversity

3.01.01 F97 Substitution for Resolution 3.01
Paul Setziol, Foothill - De Anza District

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to conduct a word search for gender biased language in the Education Code and Title 5 that applies to California community colleges and recommend legislation to replace such terms with gender-neutral language.

MSF

4. Articulation and Transfer

4.01. F97 Transfer of Courses in the Major Field (First Resolve, Question Divided)
Joe Bonanno, El Camino, Area C

Therefore be it resolved that the Academic Senate for California Community Colleges urge Chancellor Nussbaum to meet with the heads of UC and CSU systems and with the chairs of their respective governing boards to resolve the current problem of four-year college departments not accepting for transfer, courses in the community college student's major.

MSF

4.01.01. F97 Substitution for Resolution 4.01
Wes Bryan, Golden West College

Be amended to read:

Therefore be it resolved that the Academic Senate for California Community Colleges urge its President to resolve the problem of articulating lower division course preparation for majors to satisfy the major requirements established by the transfer institution.

MSF

5. Budget and Finance

5.03 F97 Senate Involvement in Outcome Based Funding
Jim Higgs, Modesto Junior College, Area A

Whereas the Chancellor of the California Community Colleges, Tom Nussbaum, has euphemistically referred to outcome based funding as "Academic Excellence," and

Whereas there are many desirable outcomes, including improvement in the student success rate that require research, planning, and possible revision of curricula,

Therefore be it resolved that the Academic Senate for California Community Colleges be rigorously involved in the process of creating the guidelines and criteria for outcome based funding **in the event that it becomes a reality,** and

Be it further resolved that the Academic Senate for California Community Colleges recommend to the Chancellor and Chancellor's Office that the guidelines and criteria for outcomes be determined by each of the individual 107 California community colleges, and

Be it finally resolved that the Academic Senate for California Community Colleges recommend to local academic senates that they be major determiners of those guidelines and criteria.

MSF

9. Curriculum

9.05 F97 Curriculum and College Standards
Lynn McMurrey, Glendale College, Area C

Whereas curriculum offered in California community colleges should fulfill the mission of California community colleges, and

Whereas the curriculum represents a measure of a college's services to California taxpayers, and

Whereas the faculty, administration, and boards of trustees of California community colleges are responsible for ensuring that the curriculum offered in these institutions meets the highest standards of excellence and service to the community,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local senates to ensure that all courses offered in or by their community college be subjected to the curriculum review processes agreed to by the senate and board of trustees, and

Be it further resolved that the Academic Senate for California Community Colleges urge local senates to ensure that only courses that meet these rigorous standards be offered in the physical space of the college, funded by the allocations made to the college, or be in any way connected with the community college.

MSF

9.09. F97 Models for Content Review (Resolve, Question Divided)
Beverly Shue, Los Angeles Harbor

Therefore be it resolved that the Academic Senate for California Community Colleges support research to develop criteria for models to evaluate student writing skills in content areas.

MSF

9.12. F97 Noncredit Courses, Programs, and Awards (2nd Resolve, Question Divided)
Mark Snowhite, Crafton Hills College

Be it further resolved that the Academic Senate for California Community Colleges urge the Board of Governors to authorize noncredit skill awards, reviewed and approved following the local curriculum process.

MSF

11. Technology

11.01.01 F97 Amendment to Resolution 11.01.0 Technology Paper
Fran Manion, Santa Monica College, Area C

Be it resolved that the definition of technology mediated instruction on page 11 of the document "Guidelines for Good Practice: Technology Mediated Instruction" be expanded to include some reference to distance education/learning inasmuch as "distance education/learning" is the theme of the paper.

MSF

18. Matriculation

18.01.01. F97 Amendment to Resolution 18.01
Jane Sneed, City College of San Francisco

Be amended to read:

Add "unless matriculation services are already being provided at an appropriate level as determined by local academic senates"

MSF

SECTION 4

Referred Resolutions

9. Curriculum

9.01.R. F97 **Computer Literacy**
Len Price, Los Medanos, Area B

Whereas many high schools are requiring computer literacy for graduation, and

Whereas computers are becoming increasingly available, and

Whereas computer literacy is required for an ever increasing number of jobs, and

Whereas most community colleges are providing computers for communication and technology mediated instruction,

Therefore be it resolved that the Academic Senate for California Community Colleges urge local senates to integrate computer literacy in basic skills courses.

MSR Disposition: Executive Committee

9.11.R. F97 Skill Awards
Mark Snowhite, Crafton Hills College

Whereas certificates of less than 18 units currently do not require Chancellor's Office approval, and

Whereas such low unit certificates are offered by colleges in a variety of ways and for a variety of purposes, including job entry, skills upgrade, continuing career competency, and

Whereas approval of such certificates does not currently require review or recommendation using the local curriculum approval process, and

Whereas the use of the term "certificate" should be retained exclusively for completion of programs that provide full occupational career education and training at a livable wage,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Board of Governors to authorize not only occupational career certificates but also skill awards (for job entry, skill upgrade, and continuing career competency) providing that such programs have a duration of one year or less and contain course sequences of no more than two semesters, not counting prerequisites, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Board of Governors to require that such skill awards be approved following the local curriculum process.

MSR Disposition: Executive Committee

9.13 R. F97 Reporting of Certificates and Awards
Mark Snowhite, Crafton Hills College

Whereas many external forces require the reporting of program completion, including federal Student Right to Know legislation, the SB 645 Report Card Bill, and California Work Opportunity and Responsibility for Kids (CalWORKs), and

Whereas the lack of uniform certificate classification and reporting has the result of neglecting the contribution of the California community colleges in enabling students to reach their educational goal regardless of the nature of that goal,

Therefore be it resolved that the Academic Senate for California Community Colleges urge the Chancellor to establish a process for the classification and reporting of certificates and awards, including both those approved by the state and those approved locally, and

Be it further resolved that the Academic Senate for California Community Colleges urge the Chancellor to declare this issue an academic and professional matter so that the Academic Senate can take the lead in developing recommendations for modification of the certificate system.

MSR Disposition: Executive Committee

10. Disciplines

10.02 R. F97 Correction of Implementing Language
Paul Setziol, Foothill/De Anza College District

Whereas it was the intent of the Academic Senate for California Community Colleges not to include teaching experience as an automatic qualifier of academic preparation, and

Whereas the current implementing regulatory language allows a person who is illegally given a teaching assignment in a non-masters discipline for two years to automatically meet the minimum qualifications,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to draft language that would not allow teaching experience to be an automatic qualification for a discipline in which a master's degree is not required.

MSR Disposition: Executive Committee

19. Professional Standards

19.04.R F97 Part-time Instructor Compensation
Paul Kaser, Kings River College, Area A

Whereas adjunct faculty are paid on a per-hour basis for student contact service, and

Whereas full-time faculty pay includes compensation for such activities as office hours, governance, department meetings, etc.,

Therefore be it resolved that the Academic Senate for California Community Colleges urge each community college district to adopt a policy that adjunct faculty members will be financially compensated for attendance at required meetings beyond student contact service (for training, departmental work, orientation, etc.), and

Be it further resolved that the Academic Senate for California Community Colleges urge each community college district to establish that the compensation for attending said meetings shall be not less than one lab hour pay for any hour of such meetings or portion thereof.

MSR Disposition: Executive Committee

SECTION 5

Moot Resolutions

1. Academic Senate

1.06. F97 Chancellor's Vision (Non-Urgent from Spring 97)
Jack Janss, Citrus College

Whereas CPEC is reviewing the effectiveness of community college governance, and

Whereas the Chancellor at the 1997 Spring Session expressed comments regarding the role of local governing boards,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to dialogue with the Chancellor about his vision for changes in California community college local governing boards, and

Be it further resolved that the Academic Senate for California Community Colleges direct the Executive Committee to continue this dialogue at the 1997 Fall Session with a breakout.

MOOT (Implemented Fall 97)

5. Budget and Finance

5.04. F97 State Senate and Performance Based Funding
George Carlson, Citrus College, Area C

Whereas Title 5 lists "student success" as one of the eleven areas of academic senate primacy,

Therefore be it resolved that the Academic Senate for California Community Colleges endorse performance based funding as long as the Academic Senate determines the measures of performance and student success.

MOOT

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11. Technology

11.04. F97 Change Face-to-Face Requirement
John Maddox, Los Angeles Valley College, Area C

Whereas current Title 5 regulations have a "face-to-face" requirement for courses taught by "distance education," and

Whereas advances in technology, equipment, and offerings, including the virtual university, have made it difficult for community colleges to comply with the face-to-face requirement, and

Whereas the face-to-face requirement is being interpreted in a variety of ways, not necessarily the way the regulations were originally intended,

Therefore be it resolved that the Academic Senate for California Community Colleges recommend to the Board of Governors that they eliminate from Title 5 the personal contact face-to-face-requirement in the distance education regulations.

MOOT

SECTION 6

Withdrawn Resolutions

10. Disciplines

10.01. F97 Basic Skills Discipline
Jane Sneed, City of San Francisco

Whereas basic skills are included in the mission statement of California community colleges, and

Whereas basic skills acquisition is the educational goals of millions of Americans, including working adults, economically challenged adults, and immigrant populations, and

Whereas the responsibility for educating the academically underprepared population rests with all faculty and the institutions of higher education both through curriculum and institutional financial support, and

Whereas the needs of academically challenged and underprepared adults are best met when the faculty teaching them possess specific skills, training, education, and experience,

Therefore be it resolved that the Academic Senate for California Community Colleges support the designation of basic skills as an approved discipline of instruction, and

Be it further resolved that the Academic Senate for California Community Colleges support the designation of the master's degree in education as one of the minimum qualifications for instruction in basic skills departments.

WITHDRAWN BY MAKER

16. Library and Learning Resources

16.01. F97 Information Competency
Richard Rose, Counseling and Library Faculty Committee, Santa Rosa Junior College

Be it resolved that the Academic Senate for California Community Colleges adopt the document "Information Competency in the California Community Colleges."

WITHDRAWN BY MAKER

SECTION 7

Out of Order Resolutions

10. Disciplines

10.03 F97 Minimum Qualifications: New Category
Paul Setziol, Foothill-De Anza College District

Whereas there have been chronic problems in implementing the system of minimum qualifications, and

Whereas the most interactive problems result from a mismatch between the scope of a discipline and the practical application of that discipline, and

Whereas these problems have resulted in the constant call for and attempted implementation of single course equivalencies, and

Whereas the current alternative to a master's level preparation does not include any requirement for academic preparation in the discipline,

Therefore be it resolved that the Academic Senate for California Community Colleges direct the Executive Committee to develop a proposal to create a third disciplines list, the nature of which will be applications within broader masters-requiring disciplines to include at least some post-secondary degree in the discipline, and

Be it finally resolved that the Academic Senate for California Community Colleges recommend that the proposed disciplines list be reviewed by the body no later than the Fall Session of 1998.

OUT OF ORDER (The Disciplines List is reviewed every three years. Next review: 1998-99).

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SECTION 8

Acronyms

ACRONYMS

Revised 1997

Nothing makes one feel so much an outsider in a group as the use by others of acronyms or initial designations with which one it not familiar. Below are some of the abbreviations pertaining to education which are in common use in this state. Please send suggestions to the Academic Senate Office.

AAC	Association of American Colleges
AACC	American Association of Community Colleges
AACD	Affirmative Action and Cultural Diversity
AAHE	American Association of Higher Education
AAO	Affirmative Action Officers
AAUP	American Association of University Professors
AAUW	American Association of University Women
AAWCC	American Association of Women in Community Colleges
AB	Assembly Bill
ACBO	Association of Chief Business Officers
ACCCA	Association of California Community College Administrators
ACCE	Association for Community and Continuing Education
ACCESS	Action for Community College Enhancement of Student Success (ACT Project)
ACCJC	Accrediting Commission for Community and Junior Colleges
ACCT	Association of Community College Trustees
ACCTLA	Association of California College Tutoring and Learning Assistance
ACE	American Council on Education
ACR	Assembly Concurrent Resolution
ACSA	Association of California School Administrators
ACT	American College Testing
ACTFL	American Council on the Teaching of Foreign Languages
ADA	Americans with Disabilities Act
AERA	American Educational Research Association
AFDC	Aid to Dependent Children
AFT	American Federation of Teachers
AGB	Association of Government Boards
AGNES	Advisory Group on Need Evaluation Services
AHCA	American Health Care Association
AIA	Association of Instructional Administrators
AICCU	Association of Independent California Colleges and Universities
AMA	American Medical Association
ANA	American Nurses Association
API	Academic Program Improvement (CSU funding & support to programs)
APLE	Assumption Programs of Loans of Education
AP	Advanced Placement
ASB	Associated Student Body
ASCCC	Academic Senate for California Community Colleges

ASCIOs	Academic Senate/Chief Instruction Officers
ASSET	Assessment of Skills for Successful Entry and Transfer (ACT)
ASSIST	Articulation System to Stimulate Inter-institutional Student Transfer
AVA	American Vocational Association
BAT	Bureau of Apprenticeship and Training (Federal)
BCP	Budget Change Proposal
BEOG	Basic Educational Opportunity Grant (also Pell Grant)
BLACCC	Black Association of California Community Colleges
BOARS	Board of Admissions and Relations with Schools (UC)
BOG	Board of Governors
BRAIN	Business Resource Assistance and Innovations Network
BRN	Board of Registered Nursing
BVIT	Bilingual Vocational Instructors Training
CAA	College Art Association
CAA	College Alliance of Arts
CAAJE	Calif. Association of Administration of Justice Educators, Inc.
CABE	California Association of Bilingual Educators
CACCRAO	California Association of Community Colleges Registration & Admissions Officers
CACN	California Association of Colleges of Nursing
CACT	Centers for Applied Competitive Technologies
CAHA	California Association of Homes for the Aged
CAHHS	California Association of Hospitals and Health System
CAIR	California Association of Institutional Researchers
CAL-SOAP	California Students Opportunity and Access Program
CalWORKs	California Work Opportunity and Responsibility for Kids
CalSACC	California Student Association of Community Colleges
CMC3	California Math Council of California Community Colleges
CAN	California Articulation Number (postsecondary course # system)
CAP	Committee on Assessment Procedures
CAPED	California Association on Postsecondary Education and Disability
CAPI	California Association of Part-Time Instructors
CAPP	California Academic Partnership Program
CASA	California Association of School Administrators
CASFAA	California Association of Student Financial Aid Administrators
CASIP	California Supplier Improvement Program
CATE	California Association of Teachers of English
CATESOL	California Teachers of English to Speakers of Other Languages
CAVE	California Association of Vocational Education
CB	Collective Bargaining
CBO	Community Based Organization (JTPA)
CBO	Chief Business Officers
CC	Community College
CCA	Community College Association (affiliate of CTA)
CCC	Community College Council (affiliate of CFT)
CCCAOE	California Community College Association of Occupational Education

CCCCA	California Community Colleges Counselors Association
CCCCCSCE	Calif. Community College Council on Community Services and Continuing Educ.
CCCCSSAA	California Community College Chief Student Services Administrators Assn.
CCCEOPSA	Calif. Community College Extended Opportunity Programs and Services Assn.
CCCF	California Community College Foundation
CCCHSA	California Community College Health Services Association
CCCI	California Community Colleges Independents
CCCPA	California Community College Placement Association
CCCSAA	California Community College Student Affairs Association
CCCSFAAA	California Community College Student Financial Aid Association
CCCT	California Community College Trustees
CCD	Community College District
CCENC	Community College Educators of New Californians
CCLC	Community College League of California
CCPRO	Community College Public Relations Organization
CCUDA	Community College Urban District Association
CDE	California Department of Education
CEBRAC	California Environmental Business Resource Center
CEEB	College Entrance Examination Board
CLEP	California Educational Loan Program
CEO	Chief Executive Officer
CFADS	California Financial Aid Delivery System
CFT	California Federation of Teachers
CGSLP	California Guaranteed Student Loan Program
CHA	California Humanities Association
CHE	Consumer Home Economics
CHEA	California Higher Education Association (affiliate of CTA/NEA)
CHELA	California Higher Education Loan Authority
CHRO	Chief Human Resources and Affirmative Action Officers
CIO	Chief Instructional Officer
CIOCCC	Chief Instructional Office of California Community Colleges
CITD	Centers for International Trade Development
CLA	California Library Association
CLAS	California Loan to Assist Students
CLASS	California Library Authority of Systems and Services
CLEP	College Level Examination Program
CMLEA	California Media and Library Educators Association
COA	Commission on Athletics
CO	Chancellor Office California Community Colleges
COD	Career Opportunities Development
COFO	Counsel of Faculty Organizations
COFPHE	Capital Outlay Fund for Higher Education
COIS	California Occupational Information System
COLA	Cost of Living Adjustment
C-ONE	California Organization of Nursing Executives

COPA	Council on Postsecondary Accreditation
COPES	Community College Occupational Evaluation System
CPEC	California Post-secondary Education Commission
CPGA	California Personnel and Guidance Association
CQI	Complete Quality Improvement
CSAC	California Student Aid Commission
CSBA	California School Board Association
CSEA	California State Employees Association
CSEA	California School Employees Association
CSLA	California Student Loan Association
CSS	California Scholarship Service
CSSO	Chief Student Services Officers
CSU	California State University
CTA	California Teachers Association
CWS	California Work Study
CYEDA	California Youth Employment and Development Act
DAS	Division of Apprenticeship Standards
DOC	Directory of Occupational Titles
DOF	Department of Finance
DSP&S	Disabled Students Programs and Services
DVR	Division of Vocational Rehabilitation
EBT	Employer Based Training
EDA	Economic Development Administration (U.S. Department of Commerce)
EDD	Employment Development Department
ED>NET	Economic Development Network
ECCTYC	English Council of California Two-Year Colleges
EERA	Educational Employment Relations Act (K-12 & CCs)
EHMT	Environmental Hazardous Materials Technologies
EOG	Educational Opportunity Grant
EON	Equal Opportunity Network
EOP	Educational Opportunity Program (4-year Colleges)
EOPS	Extended Opportunity Programs and Services
ERIC	Educational Research Information Center (for CCs)
ESL	English as a Second Language
ET	Environmental Technologies
ETI	Evaluation and Training Institute
ETP	Employment Training Panel
ETS	Educational Testing Service
FACCC	Faculty Association of California Community Colleges
FAF	Financial Aid Forum
FAO	Financial Aid Office (or Officer)
FII	Fund for Instructional Improvement
FIPSE	Fund for the Improvement of Post-secondary Education
FISL	Federally Insured Student Loan
FNAR	Financial Need Analysis Report

FSA	Faculty Service Area
FTES	Full-Time Equivalent Student
GAIN	Greater Avenues for Independence
GED	General Educational Development (H.S. equivalency test)
GRE	Graduate Record Examination
GSL	Guaranteed Student Loan
HBCUs	Historically Black Colleges and Universities
HCFA	Health Care Financing Administration
HEERA	Higher Education Employee Relations Act (CSU & UC)
HSA	Health Services Association
HUD	Department of Housing and Urban Development
I-ECC	Industry-Education Council of California
ICAS	Intersegmental Committee of Academic Senates
ICC	Intersegmental Coordinating Council
IIE	Institute of International Education
IJFP	Intersegmental Joint Faculty Project
ISFARS	Institutional Student Financial Aid Resources Survey
ITV	Instructional Television
JACOTI	Joint Articulation Council on Transfer Issues (CSU & CCs)
JTPA	Job Training Partnership Act
LAO	Legislative Analyst's Office
LARC	Learning, Assessment, Retention Consortium
LEP	Limited English Proficiency
LMI	Labor Market Information
LRACCC	Learning Resources Association of California Community Colleges
LRFA	La Raza Faulty Association
LSAT	Law School Admission Test
MACCC	Music Association of California Community Colleges
MALDEF	Mexican-American Legal Defense and Education Fund
MCAT	Medical College Admission Test
MCS	Model Curriculum Standards (K-12)
MESA	Mathematics Engineering Science Achievement
METPP	Migrant Education Teachers Preparation Program
MIS	Management Information System
MQ's	Minimum Qualifications
NABE	National Association of Bilingual Educator
NAFTA	North American Free Trade Assn.
NCES	National Center for Educational Statistics
NCOE	National Council for Occupational Education (affiliate of AACC)
NCSPOD	National Council for Staff Programs & Organizations
NCTC	Northern California Telecommunication Consortia
NDSL	National Direct Student Loan
NEA	National Education Association
NEH	National Endowment for the Humanities
NISOD	National Institute for Staff & Organizational Development

NIST	National Institute of Standards and Technology
NLN	National League for Nursing (national voluntary accrediting body)
NSF	National Science Foundation
NTI	Non-Traditional Instruction
OAL	Office of Administration Law
OBRA	Omnibus Budget Reconciliation Act
OCR	Office of Civil Rights
OSHPD	Office of Statewide Health Planning & Development
PAC	Program Advisory Committee
PACE	Project for Adult College Education
PAVE	Program Assessment of Vocational Education
PERB	Public Employment Relations Board
PERS	Public Employees Retirement System
PIC	Private Industry Council (vocational advisory group)
PPE	Private Post-secondary Education
PSAT	Preliminary Scholastic Aptitude Test
Q&A	Questions and Answers
RETES	Refugee Education, Training & Employment Services
RFA	Request for Applications
RFP	Request for Proposals
RHORC	Regional Health occupations Resource Centers
ROC/P's	Regional Occupational Center/Programs
RP	Research and Planning Group for California Community Colleges
SAAC	State Aid Application for California
SAM	Student Accountability Model
SAT	Scholarship Aptitude Test
SB	Senate Bill
SBP	Small Business Programs
SCAT	School and College Ability Test
SCANS	Secretary of Labor's Commission on Achieving Necessary Skills
SCILL	Southern California Inter-Library Loan Network
SCOPE	State College Organization for Physical Education
SCOVE	State Council on Vocational Education
SDA	Service Delivery Area (JTPA)
SDE	State Department of Education
SEED	Supporters of Educational Equity and Diversity
SEIU	Service Employees International Union/CSC
SEOG	Supplementary Education Opportunity Grant
SIP	School Improvement Program
SJTCC	State Job Training Coordinating Council
SOAP	Student Opportunity and Access Program
SPARC	Special Projects Advisory and Review Council
SPRE	State Post-secondary Review Entity
STC	School To Career
STRS	State Teachers Retirement System

STW	School to Work
TANF	Temporary Assistance to Needy Families
TAP	Transfer Alliance Project
TBA	To Be Announced
TMI	Technology Mediated Instruction
TOEFL	Test of English as a Foreign Language
TQM	Total Quality Management
TOP-Code	Taxonomy of Programs Code
TSLAP	Teacher Shortage Loan Assumption Program
UC	University of California (and its branches)
UCEP	University Committee on Educational Policy
UCUPRE	University Committee on Undergraduate Preparation & Remedial Education (UC)
USDE	U.S. Dept. of Education
USSP	Underrepresented Special Student Projects
VATEA	Vocational and Applied Technology Education act of 1990
WASC	Western Association of Schools and Colleges (Accrediting Commissions)
WASFAA	Western Association of Student Financial Aid Administration
WCA	Western College Association
WICHE	Western Interstate Commission for Higher Education
WIN	Work Incentive Program
WPL	Workplace Learning Resources
WRCBAA	Western Region Council on Black American Affairs
WSCH	Weekly Student Contact Hours
YEDPA	Youth Employment and Demonstration Project Act

SECTION 9

List of Delegates

ACADEMIC SENATE VOTING DELEGATES
Fall 1997

Alameda, College of	Ralph Marinaro
Allan Hancock College	Robert Masaoka
American River College	Charles Honnold
Bakersfield College	Janice Toyoshima
Barstow College	Mark Cauble
Butte College	Dian Hasson
Cabrillo College	Terry Fetterman
Canyons, College of the	Michael Dermody
Cerritos College	Patricia Pinder
Cerro Coso College	Richard Benson
Chaffey College	June Pichel Cook
Citrus College	Jack Janss
Coastline Community College	Margaret Lovig
Columbia College	Lynn Martin
Compton Community College	Loretta Bailes
Contra Costa College	Donna Brown
Contra Costa CCD	Barbara Sawyer
Cosumnes River College	Michael Lawlor
Crafton Hills College	Arnold Kosmatka
Cuesta College	Hugh Platt
Cuyamaca College	Anthony Zambelli
Cypress College	Dana Bedard
De Anza College	Toni Forsyth
Desert, College of the	Buford Crites
Diablo Valley College	Mark Steidel
East Los Angeles College	Alex Immerblum
El Camino College	Joe Bonanno
Evergreen Valley College	Bill Jacobs
Foothill College	Shirley Treanor
Foothill/DeAnza CCD	Paul Setziol
Fresno City College	Roberta Baber
Fullerton College	Mike Moore
Glendale Community College	Lynn McMurrey
Golden West College	Wes Bryan
Grossmont College	Hoke Simpson
Hartnell College	Kelly Locke
Irvine Valley College	Kate Clark
Kings River College	Lacy Barnes-Mileham
Lake Tahoe Community College	Kurt Green
Laney College	Loretta Hernandez
Lassen College	Ross Stevenson
Long Beach City College	Bonnie Brinkman
Los Angeles City College	Gwen Hill
Los Angeles CCD	Fleur Steinhardt
Los Angeles Harbor College	June Burlingame Smith
Los Angeles Mission College	Dale Newman
Los Angeles Pierce College	Helen Krahn
Los Angeles Trade-Tech College	Lina Chen
Los Angeles Valley College	Martin Hittelman
Los Medanos College	Lois Yamakoshi
Los Rios CCD	Dennis Smith
Marin, College of	Marie McCarthy
Merced College	Sue Chappell
MiraCosta College	Herschel Stern
Mission College	Ian Walton
Modesto Junior College	Stephen Stroud
Monterey Peninsula College	Anita C. Arellano
Moorpark College	Elton Hall
Mt. San Antonio	Ken Irvine
Napa Valley College	Richard Thompson-Bremer
North Orange Co. CCD/Noncredit	Lee Clancy
Orange Coast College	Toni Iseman
Palo Verde College	Louise Gallen
Pasadena City College	Ellen Ligons
Porterville College	Mike Rost
Rio Hondo College	Chris Sutow
Riverside Community College	John Pietro
Saddleback College	Miki Mikolajczak
San Bernardino Valley College	Odette Salvaggio
San Diego City College	Douglas Dailard
San Diego Cont. Ed Centers	Joan Wells
San Diego Mesa College	James Wales
San Diego Miramar College	P. Darrel Harrison
San Francisco, City College of	Jane Sneed
San Joaquin Delta College	Roger Waller
San Mateo, College of	Tania Beliz
Santa Ana College	Irene Malmgren
Santa Barbara City College	Karolyn Hanna
Santa Monica College	Fran Manion
Sequoias, College of the	Ellsworth Black
Shasta College	Chuck Spotts
Sierra College	Barry Abrams
Siskiyous, College of the	William Hirt
Solano Community College	Diana Paque
Southwestern College	Joan Stroh
Victor Valley College	Allan Kumlin
West Hills College	James Sirman
West Los Angeles College	Steve McHargue
West Valley College	Joan Sarlo
West Valley/Mission CCD	Lydia Harris
Yuba Community College	Angela Willson
President	Bill Scroggins
Vice President	Lee Haggerty
Secretary	Linda Collins
Treasurer	Lin Marelick
Past President	Janis Perry
Area A	Nancy Silva
Area B	Len Price
Area C	Edith Conn
Area D	Mark Snowhite
At-Large	Beverly Shue
At-Large	Richard Rose
North Representative	Barbara Davis-Lyman
South Representative	Winston Butler
South Representative	Ric Mathews

Attachments

4. Editorial correction of HISTORY 2 (Register 95, No. 20).

§ 55342. Average Daily Attendance.

NOTE: Authority cited: Sections 71020, 84500, and 84520, Education Code. Reference: Sections 84500(a)(2) and 84520, Education Code.

HISTORY

1. Repealer filed 4–27–83; effective thirtieth day thereafter (Register 83, No. 18).

§ 55343. Grades Awarded.

NOTE: Authority cited: Sections 71020, 84500, and 84520, Education Code. Reference: Sections 84500(a)(2) and 84520, Education Code.

HISTORY

1. Repealer filed 4–27–83; effective thirtieth day thereafter (Register 83, No. 18).

§ 55344. Enrollment.

NOTE: Authority cited: Sections 71020, 84500, and 84520, Education Code. Reference: Sections 84500(a)(2) and 84520, Education Code.

HISTORY

1. Repealer filed 4–27–83; effective thirtieth day thereafter (Register 83, No. 18).

§ 55346. Records.

NOTE: Authority cited: Sections 71020, 84500, and 84520, Education Code. Reference: Sections 84500(a)(2) and 84520, Education Code.

HISTORY

1. Repealer filed 4–27–83; effective thirtieth day thereafter (Register 83, No. 18).

§ 55348. Supervision.

NOTE: Authority cited: Sections 71020, 84500, and 84520, Education Code. Reference: Sections 84500(a)(2) and 84520, Education Code.

HISTORY

1. Repealer filed 4–27–83; effective thirtieth day thereafter (Register 83, No. 18).

§ 55350. Instruction.

The instructor assigned to a course conducted pursuant to this chapter shall:

(a) Be qualified to provide service in that capacity during the period in which that service is rendered;

(b) Be responsible for the supervision, control, and evaluation of the course and the enrolled students;

(c) Provide orientation, guidance, and information regarding course content materials and services for each student as soon as possible subsequent to the student's official enrollment by the college; and

(d) Provide each student with the instructor's consultation schedule for the semester, quarter, or other prescribed term of the course, this schedule to be included in the written record.

NOTE: Authority cited: Sections 66700, 70901 and 78310, Education Code. Reference: Sections 70901, 70902 and 78310, Education Code.

HISTORY

1. Amendment filed 4–27–83; effective thirtieth day thereafter (Register 83, No. 18).
2. Amendment filed 3–4–91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4–5–91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
3. Editorial correction of HISTORY 2 (Register 95, No. 20).

§ 55352. Number of Students.

The number of students assigned to any one course section offered by distance education shall be determined by and be consistent with other district procedures related to faculty assignment. Procedures for determining the number of students assigned to a course section offered by distance education may include a review by the curriculum committee established pursuant to Section 55002(a)(1).

Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards.

NOTE: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901, 70902 and 78310, Education Code.

HISTORY

1. Repealer and new section filed 4–29–94; operative 5–29–94. Submitted to OAL for printing only (Register 94, No. 18). For prior history, see Register 91, No. 23.

§ 55360. Evaluation Reports.

NOTE: Authority cited: Sections 71020, 84500, and 84520, Education Code. Reference: Sections 84500(a)(2) and 84520, Education Code.

HISTORY

1. Repealer of Article 5 heading and Section 55360 filed 4–27–83; effective thirtieth day thereafter (Register 83, No. 18).

Article 2. Distance Education

§ 55370. Definition and Application.

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

All distance education is independent study, and subject to the general requirements of Article 1 as well as the specific requirements of this Article. Provided however, that fully interactive distance education courses, as defined in guidelines adopted by the Chancellor, shall not be considered independent study for purposes of calculating state apportionment pursuant to Section 58003.1. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. Sec. 12100 et seq).

NOTE: Authority cited: Section 70901, Education Code. Reference: Sections 70901–70902, Education Code.

HISTORY

1. New section filed 4–3–92; operative 5–4–92 (Register 92, No. 15).
2. Amendment of article heading and section filed 4–29–94; operative 5–29–94. Submitted to OAL for printing only (Register 94, No. 18).

§ 55372. Course Quality Standards.

The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses, in regard to the course quality judgments made pursuant to the requirements of Section 55002 of this Part, and in regard to any local course quality determination or review process.

NOTE: Authority cited: Section 70901, Education Code. Reference: Sections 70901–70902, Education Code.

HISTORY

1. New section filed 4–3–92; operative 5–4–92 (Register 92, No. 15).
2. Amendment filed 4–29–94; operative 5–29–94. Submitted to OAL for printing only (Register 94, No. 18).

§ 55374. Course Quality Determinations.

Determinations and judgments about the quality of distance education, under the course quality standards referred to in Section 55372, shall be made with the full involvement of faculty in accordance with the provisions of Subchapter 2 (commencing with Section 53200) of Chapter 2 of Division 4 of this Part.

NOTE: Authority cited: Section 70901, Education Code. Reference: Sections 70901–70902, Education Code.

HISTORY

1. New section filed 4–3–92; operative 5–4–92 (Register 92, No. 15).
2. Amendment filed 4–29–94; operative 5–29–94. Submitted to OAL for printing only (Register 94, No. 18).

§ 55376. Instructor Contact.

In addition to the requirements of Section 55002 and any locally–established requirements applicable to all courses, district governing boards shall ensure that:

(a) Each section of a credit transferable course which is delivered as distance education shall include regular personal contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, or other in–person activities. Personal contact may be supplemented by telephone contact and correspondence.

(b) All other approved courses offered by distance education shall include regular contact between instructors and students consistent with guidelines issued by the Chancellor pursuant to Section 409 of the Procedures and Standing Orders of the Board of Governors.

NOTE: Authority cited: Section 70901, Education Code. Reference: Sections 70901–70902, Education Code.

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History
1. New section filed 4–3–92; operative 5–4–92 (Register 92, No. 15).
2. Amendment of section heading and text filed 4–29–94; operative 5–29–94. Submitted to OAL for printing only (Register 94, No. 18).

§ 55378. Separate Course Approval.

Each proposed or existing course if delivered by distance education, shall be separately reviewed and approved, according to the district's certified course approval procedures.

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901–70902, Education Code.

History
1. New section filed 4–3–92; operative 5–4–92 (Register 92, No. 15).
2. Amendment filed 4–29–94; operative 5–29–94. Submitted to OAL for printing only (Register 94, No. 18).

§ 55380. Faculty Selection.

Instructors of sections delivered via distance education technology shall be selected by the same procedures used to determine all instructional assignments. Instructors shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls, in accordance with Article 2 of Chapter 4 of Division 4 of this Part (commencing with Section 53410), and with the list of disciplinary definitions and requirements adopted by the Board of Governors to implement that Article, as such list may be amended from time to time.

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901–70902, Education Code.

History
1. New section filed 4–3–92; operative 5–4–92 (Register 92, No. 15).
2. Amendment filed 4–29–94; operative 5–29–94. Submitted to OAL for printing only (Register 94, No. 18).

Subchapter 5. Educational Master Plans

§ 55400. Definitions.

The definitions provided in the Student Attendance Accounting Manual issued by the Chancellor shall apply to the provisions of this chapter.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

History
1. New chapter 5 (sections 55400 through 55405) filed 7–1–71; effective thirtieth day thereafter (Register 71, No. 27).
2. Amendment of section and Note filed 11–4–77; effective thirtieth day thereafter (Register 77, No. 45).
3. Amendment filed 3–4–91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4–5–91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5(b).
4. Amendment of section filed 6–11–91; operative 7–11–91. Submitted to OAL for printing only pursuant to Government Code section 11343.8 (Register 91, No. 45).
5. Amendment of Note filed 6–11–91; operative 7–11–91. Submitted to OAL for printing only pursuant to Government Code section 11343.8 (Register 92, No. 1).
6. Editorial correction of History 3 (Register 95, No. 20).

§ 55401. Current and Long Range Plans.

The governing board of each Community College district shall establish policies for, and approve, current and long range educational plans and programs for each Community College which it maintains and for the district as a whole.

§ 55402. Educational Master Plans.

On or before January 1, 1972, the governing board of each Community College district shall submit to the Chancellor an educational master plan for each Community College which it maintains and for the district as a whole. Each plan shall be modified and brought up to date annually and shall be submitted to the Chancellor on or before November 1 of each year thereafter.

§ 55403. Form.

Each plan shall be submitted on a form provided by the Chancellor and shall contain such information as the Chancellor shall require.

§ 55404. Contents.

Each plan shall contain the educational objectives of the Community College or district and the future plans for transfer programs, occupational programs, continuing education courses, and remedial and developmental programs. On the basis of current and future enrollment, it shall contain plans for the development and expansion of ancillary services, including services in the library and for counseling, placement, and financial aids.

§ 55405. Review and Approval.

The Chancellor shall review each master plan. On or before February 1 following the submission of each plan, the Chancellor shall send a copy of the approval of it to the superintendent of each district.

History
1. Amendment filed 11–4–77; effective thirtieth day thereafter (Register 77, No. 45).

§ 55450. Excursions or Field Trips.

The governing board of a community college district may:

(a) Conduct field trips or excursions in connection with courses of instruction or school–related social, educational, cultural, athletic, or college band activities to and from places in the state, or any other state, the District of Columbia, or a foreign country for students enrolled in a college. A field trip or excursion to and from a foreign country may be permitted to familiarize students with the language, history, geography, natural sciences, and other studies relative to the district's course of study for the students.

(b) Engage instructors, supervisors, and other personnel who desire to contribute their services over and above the normal period for which they are employed by the district, if necessary, and provide equipment and supplies for the field trip or excursion.

(c) Transport by use of district equipment, contract to provide transportation, or arrange transportation by the use of other equipment, of students, instructors, supervisors or other personnel to and from places in the state, any other state, the District of Columbia, or a foreign country where the excursions and field trips are being conducted; provided that, when district equipment is used, the governing board shall secure liability insurance, and if travel is to and from a foreign country, the liability insurance shall be secured from a carrier licensed to transact insurance business in the foreign country.

(d) Provide supervision of students involved in field trips or excursions by academic employees of the district.

No student shall be prevented from making the field trip or excursion because of lack of sufficient funds. To this end the governing board shall coordinate efforts of community service groups to supply funds for students in need of them.

No group shall be authorized to take a field trip or excursion authorized by this section if any student who is a member of such an identifiable group will be excluded from participation in the field trip or excursion because of lack of sufficient funds.

No expenses of students participating in a field trip or excursion to any other state, the District of Columbia, or a foreign country authorized by this section shall be paid with district funds. Expenses of instructors, chaperons, and other personnel participating in a field trip or excursion authorized by this section may be paid from district funds, and the district may pay from district funds all incidental expenses for the use of district equipment during a field trip or excursion authorized by this section.

The attendance or participation of a student in a field trip or excursion authorized by this section shall be considered attendance for the purpose of crediting attendance for apportionments from the State School Fund in the fiscal year. Credited attendance resulting from such field trip or excursion shall be limited to the amount of attendance that would have accrued had the students not been engaged in the field trip or excursion. No more contact hours shall be generated by a field trip or excursion than if the class were held on campus.

All persons making the field trip or excursion shall be deemed to have waived all claims against the district or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out–of–state field trips or excursions and

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